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ABSTRACT

This document brings together the first three issues of a newsletter designed for users of the Council for Exceptional Children's Life Centered Career Education (LCCE) curriculum. The newsletter's goal is to inform practitioners of curriculum implementation ideas and transition issues, and to provide a forum for the exchange of ideas. Featured articles discuss: a curriculum guide for teachers of students with moderate mental disabilities, an updated edition of the basic LCCE text, special training opportunities for using the LCCE Complete Curriculum, lowering dropout rates by using the LCCE curriculum, becoming a trainer for the LCCE Curriculum, using cooperative learning strategies along with the LCCE curriculum to prepare students for the dynamics of the workplace, using video clips as an alternative to role playing, the student-led individualized education program and self-determination, and a pilot LCCE program in a Missouri school district. Three lesson plans are included, on planning balanced meals, using the Internet for job information, and greeting people in the community appropriately. Each issue lists resources for further information. (CR/LC)

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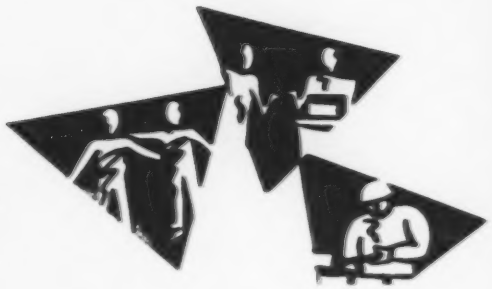
The LCCE Insider



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LCCE
The Insider

Vol. 1 No. 1 | Exclusively for Users of Life Centered Career Education | May 1997

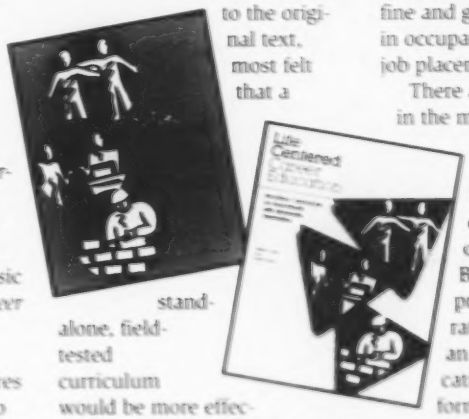
New Books Keep LCCE on Leading Edge

Modified Curriculum Answers Needs of Moderate Population

Using vending machines, dining in a restaurant, seeking help when needed—these are some of the skills and behaviors that individuals with moderate mental disabilities need to learn in order to function successfully in the world. In response to the requests of LCCE users, who wanted a special curriculum for these students, *LCCE Modified Curriculum for Individuals with Moderate Disabilities* has recently been released, along with a new edition of the basic LCCE text, *Life Centered Career Education: A Competency Based Approach.*

Both books include features that make them more easy to use than ever. Pages have been tabbed for quick reference to the Daily Living, Personal-Social, and Occupational Guidance and Preparation domains. In addition, objectives have been numbered to coincide with the lesson plans in the complete LCCE curriculum package.

LCCE Modified Curriculum for Individuals with Moderate Disabilities, by Robert J. Loyd and Donn E. Brolin, is the long-awaited version of the LCCE curriculum designed specifically for use with students with moderate disabilities. Although teachers of these students were initially encouraged to make their own modifications to the original text, most felt that a stand-alone, field-tested curriculum would be more effective and beneficial for this population. The resulting product reflects a more community-based and performance-related orientation.



The modified curriculum concentrates on the critical skills and outcomes that individuals with moderate disabilities need in order to make a successful transition from school to work and community living. A unique feature is the focus on teaching these students to seek assistance and support when needed.

Other competencies that have been added include using vending machines, demonstrating appropriate restaurant dining, following directions or instructions, and demonstrating fine and gross motor dexterity in occupational training and job placements.

There are 19 competencies in the modified curriculum compared to the 21 in the original work, and 75 subcompetencies instead of the original 97. Both books include reproducible competency rating scales as well as an Individualized Education Program (IEP) form.

Available through The Council for Exceptional Children, the books sell for $30 each, or $21 each for CEC members.

Training Makes the Difference

The Council for Exceptional Children offers special training for using the LCCE Complete Curriculum.

Training gives practitioners the opportunity to explore this extensive curriculum under the guidance of expert trainers, who share their personal experiences and point out features that a casual preview might never uncover.

CEC gives two types of training: on-site—through the school or school system—and regional.

At least two regional training sessions are on the drawing board for this fall and winter, one tentatively scheduled for the east coast and one for the midwest. In addition, about eight on-site training sessions are projected.

Check your fall CEC publications for more information about future training sessions, or call 1-800-224-6830. You can also click on the CEC website: http://www.cec.sped.org.

Welcome!

Welcome to the premiere issue of *The LCCE Insider*, a newsletter designed especially for users of Life Centered Career Education. Our goal is to keep you informed of the latest news related to the LCCE curriculum and to transition issues, and to provide a forum for the exchange of ideas.

However, we'll need your help! Let us know what kinds of modifications or new LCCE material you'd like to see developed, the types of technical assistance and training you'd like CEC to provide, and new kinds of products you need in the career education/transition line.

We'd also like to hear about any LCCE research and outcome data that show the effects of LCCE. Finally, we'd love to hear about individual success stories—teachers or students or even schools. Just write to us at CEC, 1920 Association Drive, Reston, VA 20191-1589.

Inside The Insider

- **LCCE in Action** 2
  LCCE credited with helping reduce dropout rates.
- **Notebook** 3
  Teachers share their ideas for modifying or enhancing LCCE curriculum.

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Who Uses LCCE?

The full spectrum of students with disabilities are being taught with the LCCE curriculum, and many schools are using the curriculum with their general education students as well.

According to a survey of LCCE users, teachers used the LCCE curriculum with the following types of special needs students:

- Learning Disabilities—69%
- Developmentally Disabled— 69%
- Seriously Emotionally Disturbed—34%
- Multiple Disabilities—22%
- Autistic—16%
- Other Health Impaired—14%
- Visually Impaired—14%
- Traumatic Brain Injury—13%
- Hard of Hearing/Deaf—12%

About 77% of the respondents use the curriculum in high schools while 23% use it in middle schools. About 6% use it in elementary schools.

More than 2,500 LCCE Complete Curriculum Packages are currently being used in the U.S., Canada, and abroad.

The LCCE Insider
May 1997 Vol. 1 No. 1

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Contributing Editors: Jean Boston, Publications, and Annmarie Kallas, Professional Development. Melissa Hartman, a graduate student at the George Washington University and a teacher in Herndon, Virginia, contributed articles and research for this issue of *The LCCE Insider*.

In Action--
Lowering Dropout Rates: LCCE May Help

A multiagency transition project in Alabama, which includes use of the LCCE curriculum as a key component, has yielded "very positive results," according to Mabrey Whetstone, Program Support Coordinator in the Division of Special Education Services of the State Department of Education.

Dropout rates have reduced to a low of 5.1% for the 1995-96 school year, Whetstone reported, and the percentage of students with disabilities placed in both full-time and part-time competitive employment has risen.

"We feel that the use of the LCCE curriculum in the instructional programs has greatly influenced these positive results," said Whetstone, who began gathering data from selected local school systems in the 1993-94 school year.

The objectives of this comprehensive system of transition services and supports for secondary students with disabilities includes on-campus and off-campus vocational training, job coach services in the student's senior year, and student case management services, in addition to use of the LCCE curriculum.

Alabama has encouraged the use of the LCCE as a primary tool for transition planning for students with exceptionalities since about 1993, and has over 500 curriculum packages in use today. Originally, the Alabama Transition Task Force reviewed curriculum materials that might provide a framework for transition activities.

"We all felt that because of its flexibility and functional content, LCCE offered an approach that could be recommended to all our schools or Local Education Agencies (LEAs)," said Whetstone. "We wanted an approach that included assessment as an integral part of the curriculum."

The use of the material varies from one place to another, reported Whetstone. "In some places the curriculum is infused into the general education program. In others, it is used mainly in resource room settings. Some LEAs have adopted it in all of their schools, whereas others have only two or three schools using it."

To save teachers time and effort when writing IEPs, a checklist of the LCCE competencies has been incorporated as goals and objectives into the state-required Individualized Education Program (IEP) form.

According to Whetstone, the approach can be implemented in any state as long as the administration is committed to training and providing ongoing technical assistance.

"The team that recommends the program," he said, "needs to be thoroughly knowledgeable about how the approach works, how to use it with students, how to relate the assessment elements to the rest of the curriculum, how to interface with the community and work-study aspects of the curriculum, and how to ease it into the current program by nurturing it and developing it gradually."

Is Becoming a Trainer for You?

The Council for Exceptional Children is looking for a few good men and women to serve as trainers for the LCCE Curriculum.

Individuals who have experience with transition curriculum and transition-related issues are encouraged to consider this opportunity to share their expertise with colleagues. Training will be given to those selected. LCCE trainers can expect to conduct sessions three or four times a year and must be available to travel.

In a recent interview with *The Insider*, veteran LCCE trainer Pat Burch described her work.

What are the qualities necessary to become an LCCE trainer?

"First, a thorough working knowledge of the LCCE curriculum. Trainers must also believe that the curriculum is an excellent transition tool for all populations."

What are your biggest challenges as a trainer?

"The biggest is meeting the needs of people from a variety of backgrounds. Regional training sessions include teachers in all disability areas as well as administrators."

How long are the training sessions and what do they cover?

"Training sessions are either one or two days. The one-day session provides participants with a general overview of the LCCE curriculum. The 2-day training is more specific and covers assessment and application in more detail."

If you're interested in becoming an LCCE trainer, send your resume along with a cover letter to LCCE Training Coordinator, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589.

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Notebook

Cooperative Learning: A Key to Transition Training

Although today's employers want to know that a student has mastered the technical skills necessary to perform a particular job, the first questions they ask often involve the student's social skills: Does the student get along well with others? Does he or she have a good attitude? How does he or she deal with difficult situations? Does he or she work well in a group situation?

Such questions are thus important to keep in mind when preparing students for the world of work, and using cooperative learning strategies along with the LCCE curriculum can be an effective approach. Cooperative learning is especially well-suited for teaching the subcompetencies dealing with problem-solving skills such as recognizing authority and following instructions, recognizing the nature of a problem, and developing alternatives.

Cooperative learning strategies can be used at all levels and in any setting. These strategies teach students how to work together toward a specific goal. They promote positive interactions among students with a wide range of ability levels. Using these strategies, students learn to work with others and accept their differences.

Try This!

Practice problem-solving skills in cooperative learning groups. Divide the class into groups. Give each member of the group a specific responsibility such as recorder, reader, presenter, or on-task supervisor. Next, give each group a work-related problem to solve. Then give the students chart paper and markers and ask them to brainstorm possible solutions to the problem and to discuss the pros and cons of each solution. The group votes on the best solution and shares the results with the entire class. This activity teaches problem-solving skills and reinforces many social skills covered in the LCCE curriculum.

The beauty of cooperative learning is its versatility. Educators can teach social skills in conjunction with vocational or academic skills! For more information and specific lesson plan examples, check your library for *Structuring Cooperative Learning: Lesson Plans for Teachers* by Johnson, Johnson, and Holubec, 1987. This is an excellent resource for teachers exploring cooperative learning strategies.

When Role Playing Doesn't Work

Some of the LCCE competency activities call for role playing, but role playing is not always feasible because of the number of students in a classroom and/or the severity of the students' disabilities. Barbara Lindquist of the Bonn Homme School District in Yankton, South Dakota, offers two alternatives.

One is to use video clips from television shows and movies to illustrate the point of a lesson. The class views the clips and discusses the actions of the characters. This technique tends to increase the number and type of responses given by students.

Using video clips is particularly helpful when teaching the competencies of acquiring self-confidence and achieving independence. Some excellent sources include the Disney movies "The Three Musketeers," "The Computer Wore Tennis Shoes," and "Snowball Express." Television sources include "Boy Meets World," "Family Matters," and "DeGrassi Junior High." When you find a useful clip, keep the name on an index card and place it in the file for the related competency unit.

Another alternative to role playing is to have a drama class or improvisation troupe perform the situations on videotape. The tape could be used throughout the year to illustrate various competencies. This would be a great opportunity for collaboration between drama classes and students with special needs!

Share Your Ideas

Notebook is a regular feature of *The Insider* where educators can share their expertise, and we want your input!

If your contribution is published, we'll send you a gift from CEC!

Send us your successful lesson plans, modifications or corrections of LCCE materials, and other ideas to share with your colleagues around the world. We'd like to focus on self-determination for the November issue.

Also coming in November: Daily Living Skills Competency 25: the four basic food groups become the food pyramid. We'll give you updated lesson plans.

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Resource Corner

Melissa Hartman, a teacher in Fairfax County, Virginia, selected these organizations as resources for teachers interested in learning more about transition issues.

- **Center for Human Resources Clearinghouse**
  Brandeis University
  60 Turner Street
  Waltham, MA 02154
  1-800-343-4705
  Provides information on transition-related issues. Produces and disseminates information to the public via articles, newsletters, and reports. Offers meetings, seminars, conferences, training, technical assistance, and research.

- **Center on Education and Training for Employment (CETE)**
  The Ohio State University
  1900 Kenny Road
  Columbus, OH 43210-1090
  1-800-848-4815
  Disseminates books, newsletters, monographs, research reports, and videos. Develops databases and occupational curricula. Hosts the ERIC Clearinghouse on Adult, Career, and Vocational Education.

- **Center on Education and Work**
  School of Education
  University of Wisconsin-Madison
  964 Education Sciences Building
  1025 West Johnson Street
  Madison, WI 53706
  1-800-446-0399 608-263-2929
  URL: http://www.cew.wisc.edu
  Distributes newsletters, technical reports, and instructional and career resources. Identifies and responds to issues affecting connections among education, work, community, and family.

- **National Alliance of Business (NAB)**
  1201 New York Avenue NW, Suite 700
  Washington, DC 20005-3917
  1-800-787-2870
  Works to involve business in education and training programs. Has more than 500 model training programs and offers training and technical assistance to state and local job training programs. Produces monographs, reports, catalogs, surveys, manuals, and guides.

- **STW Learning and Information Center**
  400 Virginia Avenue SW, Suite 210
  Washington, DC 20024
  1-800-251-7236
  E-mail: STW-lc@ed.gov
  URL: http://www.stw.ed.gov
  Collects and disseminates information on labor market analysis, skills certificates, skill standards, and successful school-to-work programs and curricula.

- **WAVE, Inc.**
  501 School Street SW, Suite 600
  Washington, DC 20024
  1-800-274-2005
  E-mail: wave4kids@aol.com
  Promotes competency-based, experiential, six-level secondary and three-level middle grades curricula designed to teach intra/interpersonal skill development, career awareness, and job preparation to dropouts and students between ages 14 and 21.

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A newsletter produced exclusively for users of Life Centered Career Education!

LCCE
The Insider

Vol. 1 No. 2 | Exclusively for Users of Life Centered Career Education | November 1997

A Winning Combination:
LCCE, the Student-Led IEP, and Self-Determination

If "ensuring" that parents are members of a student's IEP team meeting seems like an impossible dream to you, consider Marcy McGahee-Kovac, a special educator at JEB Stuart High School in Falls Church, Virginia.

For the last 2 years her learning disabilities department has achieved a parent participation rate of 100% for IEP and transition meetings—this in a culturally diverse high school with 46 nationalities and 32 languages, where parents hold as many as three jobs!

How does she do it? "I have to attribute it to the fact that the student leads the IEP meeting," she said. "The IEP meeting becomes a celebration of the student's achievement. He or she spent the year preparing for it. How could the parents not come?"

High parent turnout is just one of the benefits of the student-led IEP meeting. The process itself reinforces important skills associated with self-determination, a skill, or rather a set of skills, taught in the LCCE curriculum.

The concept of self-determination began in the late 1980s. According to Sharon Field of Wayne State University, the demands of people with disabilities for more control over their lives, civil rights legislation, and a growing emphasis on transition education all contributed to the emergence of efforts to promote self-determination.

Marcy McGahee-Kovac offers technical assistance to student Silvia Arevalo, who is entering into her keyboard the transition goals she's developed for herself.

As Field and co-author Alan Hoffman defined it in *Steps to Self-Determination*, self-determination is the "ability to define and achieve goals based on a foundation of knowing and valuing oneself."

Most people naturally pick up this ability throughout life, but special needs students often require direct instruction and supervised experience to acquire the skills and attitudes that comprise self-determination.

These skills are taught in the LCCE curriculum in the Personal-Social Skills Domain under Competency 10, Achieving Self-awareness; Competency 11, Acquiring Self-confidence; Competency 14, Achieving Independence; and Competency 15, Making Adequate Decisions. A total of 17 subcompetencies support these competencies.

A study commissioned in 1991 by the U.S. Department of Education Office of Educational Research and Improvement (OERI) identified self-determination as one of the 12 building blocks of school-to-work systems. In fact, current research indicates that individuals who are self-determined are more likely to have higher employment rates and higher wages than peers without skills in self-determination.

Leaders in the field see the student-led IEP process as an excellent way for students to acquire self-determination skills, and research so far has shown increased motivation and "enhanced educational outcomes" when students become involved in their own educational planning.

Marcy and the teachers at Stuart report other benefits as well. The meeting itself tends to be shorter and more positive. It becomes student-

continued on page 7

Inside The Insider

LCCE Updates.....2
Career Exploration Resources
Nutrition Education Revisions

New Lesson Plans....3–6
Using the Food Guide Pyramid
Internet Career Exploration

TEACHING TIPS

Take Advantage of School Equipment to Customize

Lisa Ewers of Albemarle, North Carolina, offers this tip: When you're teaching students banking skills, use the copy machine to enlarge the check forms when you're introducing concepts and skills. Then gradually go to the normal check size as students become more skilled.

Another tip: Make transparencies of forms and project them onto a clean chalkboard. Let students go up and fill in the form using chalk. They love being in the "spotlight." Test this technique first. The color of the chalkboard makes a difference in its effectiveness.

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Career Exploration Resources:

It Pays to 'Surf' and Shop

When it comes to helping your students explore careers, look to the Internet to give free up-to-date information on the job market, and be sure to shop around the educational publishers' catalogs to get the most for your money when purchasing career education resources.

The LCCE curriculum contains two competencies in the Occupational Guidance and Preparation Domain that deal with career exploration: Knowing and Exploring Occupational Possibilities (Number 17) and Selecting and Planning Occupational Choices (Number 18).

If your classroom or school library is wired to the Internet you have free access to the U.S. Department of Labor's *The Occupational Outlook Handbook (The OOH)* and the potential for developing some engaging learning activities for your middle and high school students with mild disabilities.

The OOH, a resource used in lessons of the *LCCE Complete Curriculum Package*, provides detailed information on the nature of a given job, working conditions, job outlook, earnings and training needed.

The "Trends" section lists occupational projections by states, gives information of the fastest growing jobs, the declining jobs, the most openings, and other information. Teacher Melissa Hartman of Herndon, Virginia, has developed a lesson on using this Web site (www.ajb.dni.us/almis/) to get information about occupations. See pages 5 and 6.

If you can't use the Internet, you may be able to find *The OOH* in the school library. Mrs. Monica Adams, a Fairfax County, Virginia, high school media center director, explains, "*The Occupational Outlook Handbook* is a standard reference in most libraries."

If you must buy, shop around in the educational catalogs. The U.S. Government Printing Office sells this book for $32.00 soft cover, prepaid only. (Phone ordering: 202-512-1800.) However, JIST Works, Inc. (1-800-648-5478) claims to have the best price at $16.95 for soft cover. They also publish a *Young Person's Occupational Outlook Handbook*, (called *YPOOH*) for $19.95. It has a reading level of grade 5-6 and interest level of grade 5-9, compared to the original, which is written at the 9+ grade level.

The *Dictionary of Occupational Titles*, another resource suggested in the *LCCE Complete Package* lesson plans, is available from the Government Printing Office for about $50.00, but can be obtained through Educational Design, Inc. (1-800-221-9372) for $38.95 and from JIST Works for $39.00.

However, and this is a BIG however, JIST Works

(continued on page 7)

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Contributing Editors: Jean Boston, Publications, and Anmarie Kallas, Professional Development. Melissa Hartman, a graduate student at the George Washington University and a teacher in Herndon, Virginia, contributed articles and research for this issue of *The LCCE Insider*.

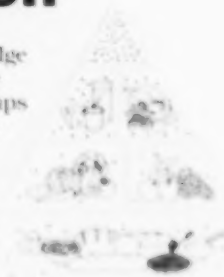
Revised Nutrition Lessons Ready for Distribution

CEC has completed revisions of lesson plans for Unit 25, "Plan and Eat Balanced Meals," replacing the Basic Four Food Groups with the Food Guide Pyramid.

If you purchased the *LCCE Complete Package* in the last year, the lesson plans will be mailed to you soon. If you bought your package before last year, don't feel slighted—we're just not sure where you are! You can still get the 16-page set by sending a stamped (55¢), self-addressed 9x12 inch business envelope to the publications department at CEC. Even if you don't have the complete package, feel free to send for a copy anyway. It's our gift to The *LCCE Insider* subscribers.

The pages will also be available for downloading from *The LCCE Insider* section of the CEC Web site sometime in January.

Appropriate revisions of the LCCE Performance Assessment Batteries are also under way, but in the meantime, be sure to make adjustments to any assessment devices to match what you've taught. On the Performance Batteries, you'll need to replace knowledge about the Basic Four Food Groups with knowledge of the Food Guide Pyramid. This impacts on question 1 of Form A (starting on page 188) and questions 1 and 2 of Form B (starting page 195).



We've included the first two pages of the revised lessons on pages 3 and 4 of this newsletter to get you started.

Don't overlook the World Wide Web as a source of supplemental material. You can get copies of the food pyramid from several sites, along with information on serving sizes.

We've also located some sources of free or inexpensive supplemental materials, such as free posters of the Food Guide Pyramid, stickers, and even card games. See the Resource Corner on page 8.

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LESSON PLAN 1

5.25.1A:1
5.25.1E:1
5.25.1P:1

LCCE Objective 5.25.1. List the food groups required in each meal.

Lesson Objective: Student will learn about the Food Guide Pyramid.

Lesson Introduction: Many nutritionists use the food guide pyramid to plan healthy meals. If you eat foods from each food group every day, your body will get the nutrients it needs. We are going to talk about the food guide pyramid and the foods that belong in each group.

Instructional Resources: Guest speaker (Dietician), Worksheets- Food Guide Pyramid, Food Groups in My Meals, Weekly Meals with Variety.

School Activity: **Time: 2 sessions**

Task:

1. Guest speaker discusses the Food Guide Pyramid and how to use it correctly. The speaker will also discuss the nutrients found in various foods and answer any student questions.

2. Students will work with partners and complete the worksheet Food Guide Pyramid and discuss variety of choices.

3. Distribute the worksheet **Food Groups in My Meals** and ask the students to write in the foods they have eaten in one day. Discuss the completed worksheets

4. **In the second session**, write on the board the three meals and food guide groups as shown on the worksheet Weekly Meals with Variety.

- Ask the students to name a food in the food groups that is often eaten at each meal.
- Discuss the need for daily variety in diet to enhance nutrition (such as yellow and green vegeta bles) and meal appeal (such as color and texture).
- Have students work in pairs.

5. Distribute and explain the worksheet **Weekly Meals with Variety** and ask students to complete it. Have them share their responses with the class when finished.

Lesson Plan Evaluation:

Activity: Students will complete worksheet Weekly Meals with Variety.

Criteria: Students will complete worksheet by planning three out of five days correctly.

Career Role: Family Member/Homemaker, Employee
Career Stage: Awareness, Exploration, Preparation

Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA: The Council for Exceptional Children. (Revised 1997) 817

5.25.1A:1
5.25.1E:1
5.25.1P:1

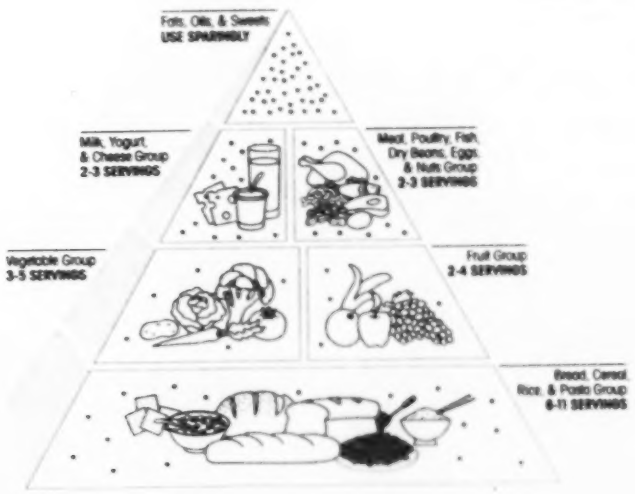
THE FOOD GUIDE PYRAMID

Worksheet

Name _____ **Date** _____

Directions: Write examples of foods next to each of the six food groups.

Food Group	Example 1	Example 2	Example 3
Bread, Pasta, Cereal, Rice			
Fruits			
Meat, Poultry, Fish, Eggs, Nuts, Beans			
Milk, Cheese, Yogurt			
Fats, Oils, Sweets			



Source: US Department of Agriculture

818 **Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA: The Council for Exceptional Children. (Revised 1997)**

SUPPLEMENTAL LESSON PLAN 18.77.2A

LCCE Objective 18.77.2. List specific job-related requirements.

Lesson Objective: Students will search an Internet site for information on specific career interests.

Lesson Introduction: The Internet is a great source of information. Internet sites can provide job descriptions and employment opportunities. We are going to search the Internet for information on specific jobs.

Instructional Resources: Computer with Internet connection, **Internet Job Information Search** sheet.

School Activity: **Time:** 1 session

Task:

1. Teacher or guest speaker (school computer specialist, librarian) explains Internet as a resource. Have students brainstorm about how the Internet could be useful to them in job or career exploration. Discuss briefly.

2. Distribute worksheet **Internet Job Information Search.** Follow the directions on the sheet. If students are unfamiliar with the computer, provide them with instructions regarding how to log on.

3. Students may work in pairs or small groups.

4. Have students share their findings with the class.

Lesson Plan Evaluation:

Activity: Students will complete worksheet **Internet Job Information Search**.

Criteria: Students will complete the worksheet by filling in all sections of the table.

Career Role: Employee
Career Stage: Awareness

INTERNET JOB INFORMATION SEARCH

Directions: The Internet is great source of information for finding out about your career interests. Follow the steps below and answer the questions while searching the Internet.

1. List below two jobs you would like to learn more about.

   A._____

   B._____

2. Log on to the Internet.
3. Type the following Internet address into the address box and press Enter:
   www.ajb.dni.us/almis/

4. Click on the **Occupational Outlook Handbook.**
5. Click on "Perform a keyword search on the Handbook."
6. Type one of your job choices in the dialog box.
7. Fill in the chart below for each career choice.

	Choice A	Choice B
Education Required		
Special Training Required		
Skills Required		
Average Pay		
Job Demands		

Learn More About Self-Determination

CEC's newest publication offers practitioners a comprehensive look at self-determination, and gives the details on how to put the idea into practice with positive results.

Developed by CEC's Division on Career Development and Transition, *A Practical Guide to Self-Determination* was written by the experts: Sharon Field, Jim Martin, Robert Miller, Michael Ward, and Michael Wehmeyer.

The book opens with a brief discussion of the history and importance of self-determination.

One chapter explains how to involve students in their transition planning, including leading their transition meeting. Another chapter provides the techniques for assessing students and their environment and using the results to help promote the self-determination skills.

Of special interest to teachers will be the chapter describing instructional practices at the elementary and high school levels, and the chapter listing current curricular material available for teaching self-determination skills.

CEC offers other resources on self-determination. Sharon Field and Alan Hoffman have designed a special curriculum for use with high school students, *Steps to Self-Determination*, which includes lesson plans, overhead masters, student worksheets, and other material to use in an approximately 16-session unit. It's a great supplement to the LCCE competencies involving self-awareness and self-determination skills.

For assessment, CEC offers two field-tested devices: *The Self-Determination Knowlege Scale*, which goes along with Field and Hoffman's curriculum but can be purchased separately, and the *Arc's Self-Determination Scale*, by Michael Wehmeyer and Kathy Kelchner.

CEC will also be offering a preconvention intensive workshop on self-determination at the 1998 national convention in Minneapolis. To order any of these materials, or to learn more about the workshop, call CEC constituent services at 1-888-CEC-SPED.

The Student-led IEP *(continued)*

centered with other participants wanting to see the student succeed. The process of preparing for the meeting often causes the student to face his or her own habits and behaviors and address problems before the teachers do at the IEP meeting. They'll admit, as one student did, "I've made some poor choices."

Preparing for the student-led IEP takes the whole year, says Marcy. "It's easy, but not a quick process. The students need to understand their disabilities and learning styles. We often need to paraphrase or translate the technical terms used by, say, the speech therapist."

When it comes to students determining their personal and academic goals, Marcy advises teachers or case managers to be positive. "Their own research into a career or college will reveal to them whether they can make it." Students can change their plans as a part of their own decision-making process. "It's a great face-saving device for them," she said.

In the LCCE curriculum, activities in two competencies of the Occupational Guidance and Preparation Domain will help in this stage of the transition planning: Competency 17, Knowing and Exploring Occupational Possibilities and Competency 18, Selecting and Planning Occupational Choices.

Teachers at Marcy's school accomplish this project first in group sessions in the self-contained or resource ("basic skills") class. They then pull students aside for one-on-one work. Students who are fully mainstreamed make appointments. "We take them whenever we can get them at lunch, after school, or if they can get out of a class," she said.

Students at Stuart start getting involved in their IEPs beginning in ninth grade. High school is really too late, according to Marcy. Her students agree. "The kids tell me this should start in kindergarten." This conviction has led her to develop a special form for primary school children to use in student-led IEP meetings.

Marcy is the author of *A Student's Guide to the IEP*, an award-winning booklet published by the National Information Center for Children and Youth with Disabilities (NICHCY). The booklet leads students through the process of developing their IEPs and leading the IEP meeting. See the Resource Corner on page 8 for details on obtaining this book.

What's next for Marcy's IEP project? Her students are going "high tech." Three of them plan to include presentations in their transition meeting using the popular software, *Powerpoint*.

Careers *(continued)*

has come out with a new publication called *The Enhanced Occupational Handbook*, which "combines the best features of *The OOH* and *The DOT*." At a price of $34.95, it could save you almost $50 over purchasing the two books separately.

The third book suggested in the *LCCE Complete Package*, *The Guide for Occupational Exploration*, is no longer available through the U.S. Government Printing Office. It is now published by JIST as *The Enhanced Guide for Occupation Exploration* for $34.95 softcover. It's an improvement over the *Complete Guide for Occupational Exploration (CGOE)* because instead of the 12,000 plus jobs listed in the *CGOE*, it narrows the number down considerably to the 2,800 jobs held by 95% of the work force. It still uses the 12 major interest groups, so it should fit nicely with the lessons in the *LCCE Complete Package*.

JIST's catalog carries a number of products for use in occupational exploration, including assessments, videos, CD ROMs and other software. Call 1-800-648-5478 to order.

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Pull-out Lesson Plans Inside!

Resource Corner

The organizations listed below provide free or inexpensive material which teachers can use to supplement the LCCE curriculum. See pages 1 and 2 for articles on the student-led IEP and on the recent revisions to the LCCE Complete Package nutrition lessons.

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
Phone: 1-800-695-0285
URL: http://www.nichcy.org

FREE: You can download *A Student's Guide to the IEP* from the NICHCY Web site and reformat it to suit your needs.

INEXPENSIVE: For a small fee to cover postage and handling, NICHCY will send you the 11-page *A Student Guide to the IEP*, an audiocassette, and a Technical Assistance Guide. The technical guide gives complete instructions for the teacher. The material is copyright free, and readers are encouraged to copy and share it. NICHY disseminates other material as well. To order and to get a NICHCY publications list call the number listed above.

Food and Nutrition Information Center
Agricultural Research Service, USDA
National Agricultural Library, Room 304
10301 Baltimore Avenue
Beltsville, MD 20705-2351
Phone: 301-504-5719
URL:http//www.nal.usda.gov/fnic/

FREE: The center has *tons* of material for loan to teachers. You can call or write for a catalog or read about them on the Web site. In addition, eight nutritionists man the phones following orders to "cater to teachers!" They can help you get the material you need, including simple cookbooks. Be sure to select the USDA Funded programs choice from the telephone menu.

The Web site contains downloadable graphics files of the Food Guide Pyramid. There's also a "clickable" interactive pyramid your students could use, as well as links to lots of other sites.

National Cattlemen's Beef Association
Education Department
444 North Michigan Avenue
Chicago, IL 60611
Phone: 1-800-368-3138
URL:http://www.teachfree.com

FREE: If you call their toll-free number, you can request a free, BIG, full-color poster of the Food Guide Pyramid along with a catalog of other free or really inexpensive teaching materials on the environment as well as nutrition.

Washington State Dairy Council
4201-198th St. S.W. Suite 102
Lynnwood, WA 98036
URL: http//www.eatsmart.org
Phone: 206-744-1616

INEXPENSIVE: Food group and pyramid stickers, card games, and other material in English or Spanish.

LCCE
The Insider

Vol. 1 No. 3 | Exclusively for Users of Life Centered Career Education | March 1998

Pilot Program Shows Power of LCCE

How 2 Schools Have Made Dramatic Changes in Student Outcomes

Life Centered Career Education is making a difference in the lives of students with learning disabilities, as well as with students who are considered at-risk. The experience of a school district in Missouri—the Show Me State— is a case in point.

The LCCE curriculum and a solid apprenticeship program has made school more meaningful for these Missouri students.

Two high schools piloting transition programs which use the LCCE curriculum as their primary framework have witnessed "fantastic outcomes," according to the Fox C-6 School District assistant superintendent for special services, Vicki Luebbert. Luebbert said that plans are in place for continued expansion of the LCCE program through a state transition grant. "The staff are excited, and the kids are excited," she said.

The records show that after only one semester of what one teacher calls the "School to Life" Program, referrals and suspensions went down dramatically, and attendance improved so much that over $2400 in additional funding was generated under the average daily attendance formula. In addition, testing revealed that students gained in all the LCCE competency areas taught to them so far.

However, the two teachers involved in the pilot noticed its success well before the statistics came out. Laura White of Fox Senior High in Arnold, Missouri, explained. "I have already observed an increase in student self-confidence, improved behavior, and attendance." At the same time, parents, she said, "seem to feel a sense of relief knowing that their children are focused on transitional skills, exploring careers, setting career goals, and learning essential living skills."

Suzanne Rayburn teaches at Seckman Senior High in Imperial, Missouri, where outcome data has been especially dramatic—with suspensions down from 172 to 41. In adopting LCCE for this alternative education program for students whose behavior or emotional problems have prevented success in a traditional school environment, she has noted that the old attitudes of "This is dumb," and "I don't want to do this," have disappeared.

Both schools employ a strong community-based instructional model with LCCE providing the organization framework. Students spend part of the day in classroom instructional activities using LCCE competencies; community members visit as guest speakers, teachers, or mentors; and the students go out into the community for a variety of related endeavors.

Rayburn explains in a program description book that academics are included, but the focus is on acquiring skills and relevant information, not simply "accumulating knowledge." Students work toward getting their diplomas by earning credits in such courses as consumer math.

To address any concerns over meeting the state standards of learning, Rayburn has developed an outline which aligns the school-to-life program activities with the "Show-Me Standards." LCCE objectives are listed in support of almost all of these standards.

The teachers pull from other sources as well to supply specific skills instruction in such areas as functional reading, math and study skills.

Continued on page 2, In Action

Practitioner Requests Put New Products on the Drawing Board

In response to constituent requests, The Council for Exceptional Children is now working with educational professionals across the continent to develop several new LCCE products.

These include more components for the modified curriculum, a new curriculum for students with severe disabilities, and supplemental workbooks or lesson plans for the regular curriculum.

One of the new components complimenting the modified curriculum is already on the market: *The IEP Planner*, a computer program for producing IEPs. See the Resource Corner on page 4 for details.

In addition, a special set of competency assessment batteries is being developed for the modified curriculum, and a team is being formed to create a "complete curriculum"—similar to the existing one for the regular curriculum.

The curriculum under construction for students with severe disabilities will pick up where the modified curriculum ends, and will be adapted progressively for students with increasingly severe disabilities. Training activities will feature sensory activities, motor and communication activities, and environmental modifications.

CEC is also collecting successful units of study developed by LCCE users to augment any of the current competency areas, or meet needs created by advances in technology.

CEC will eventually be looking for field reviewers as well as sites to test these products before they go into production.

Educators interested in participating, or who have other product ideas, are urged to contact the editor of *The LCCE Insider*. (See page 2)

Inside The Insider

• **Training News**.....2
CEC to offer special training for potential LCCE trainers.

• **Notebook**.....3
Teachers share lesson ideas for students with moderate to severe handicaps.

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In Action—
Missouri Teachers Find No Silver Bullet, but Use a Magic Formula

from page 1

The funding for the purchase of the LCCE Complete Curriculum came from a transition grant awarded in 1997 for a summer school program which used LCCE as its core.

Luebbert reported that her district has recently been awarded another grant—the highest ranking in the state—for an expansion of that program next summer.

A closer look at how White and Rayburn have developed their programs gives some insight into the common elements of successful "school-to-life" programs.

While both teachers warn that there is no "silver bullet," there may be a magic formula, with those common elements as essential ingredients.

First, both teachers got great support from their principals and the school system. "He was behind me all the way!" said Rayburn of her principal. Local education leaders like Luebbert took advantage of grant opportunities.

Using a meaningful curriculum like LCCE is another ingredient. Students become engaged with learning when it means something to them personally. "The subject is close to home," said White. "The kids seem to really enjoy it."

A cooperative community is another ingredient. "The community has been so responsive," said Rayburn. "Local business people offer to speak, to teach, to give tours, and provide apprenticeships."

The key factor, however, is the teacher, who must be creative, flexible and energetic.

White teaches a core of 10 junior and senior boys with learning disabilities, plus other students who come and go throughout the day. Her school, Fox High, is located in Arnold, a working class city.

She uses LCCE to provide the structure for her lesson plans and will focus on specific skills as the needs arise. She has found the lessons on getting a driver's license and social security card especially helpful.

She finds the curriculum flexible. She said that she can take ideas from the program and adjust the lessons to fit the students' ability levels. "It doesn't get any better than this," she said.

White is excited about her community's involvement. For example, an auto repair shop owner and his technician brought equipment for the boys "to tinker with." Students then went to the shop to shadow the technicians. They also rotated visits to other work sites such as an orthopedist's shop and a car dealership. These experiences may lead to summer jobs for some of the students.

Her students also do volunteer work several times a week tutoring children in a local elementary school. "They come back with a feeling of pride."

How does she manage all this? White said she takes one day at a time. She does a lot of work "behind the scenes" to keep things going. She also has the help of a classroom aide.

For Rayburn's students, the volunteer program yielded "far and away one of the greatest rewards they talked about." A memorable experience included traveling to the heart of St. Louis to work in a homeless shelter.

Rayburn's class consists of 16 boys and one girl at Seckman Senior High School in rural Imperial. Her program provides an alternative special education program for at-risk students.

She said that her group has moved quickly into an apprenticeship program. She has students working in a shelter, an animal hospital, the fire department and a mortuary among other places.

Students spend the first hour of each day on LCCE skills. She has found that the student work sheets "are not really that easy—they cover things the kids didn't pick up in life."

An especially favorite unit for her students was the marriage and family segment. Students enjoyed setting up a household, she said.

The other academics include a strong and demanding literacy program.

Rayburn suggests that with her students, "you have to establish a more personal relationship. Express interest in them. Participate with them. I'd like to see this population dealt with more positively."

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Corrections

On page 4 of the November 1997 issue of *The Insider*, the Vegetable Group was left out of the chart of Food Groups.

On page 5 of the same issue the directions for finding the *Occupational Outlook Handbook* on the America's Job Bank web site must be modified. Users are advised to explore the web site prior to giving the lesson, as the design and organization of web sites can change at any time.

'Spring Training' Open to Prospective LCCE Trainers

The National Capital Area in late spring will serve as a pleasant backdrop for CEC's next "train-the-trainer" institute to be held in Reston, Virginia, at the end of May or early June.

Because the demand across the continent for on-site LCCE training has exceeded expectations, said Susan Johnson, training coordinator, CEC is looking to increase its pool of qualified LCCE trainers. In addition, CEC expects a continued demand for LCCE training as a result of continued efforts through state and federal grants to develop and promote transition programs.

From 12 to 15 trainer candidates will be accepted to study under CEC's most accomplished trainers, where they will be exposed to the best practices of current trainers, and learn to develop their own training plans.

Candidates who complete the training and are recognized as CEC endorsed trainers will then be qualified to serve as paid consultants, or as LCCE trainers for their district or state.

To be accepted for the training institute, candidates must have previous experience as a presenter, or in leading workshops and giving in-service training. Knowlege and prior training in LCCE is essential.

Tuition for the 2 1/2 day training session is approximately $1150. Candidates or their districts may purchase the complete curriculum, the modified curriculum, training video and training modules at a 50% discount.

Applications are now being taken. For more information, call 703-264-9457.

Notebook

This lesson was developed by teachers Jeanne Zimmerman of Milford, DE; Sharon Smith of Concord, NC; Tammy McBryd of Charlotte,NC; Donna Hambrick of Pensacola, FL; and Dennie Byrne of Herndon, VA. This was part of their training at the LCCE Regional training in Reston, VA, last November.

A 'Friendly' Chart to Guide Community Behavior

The Circle of Friends

Rules for Touching*

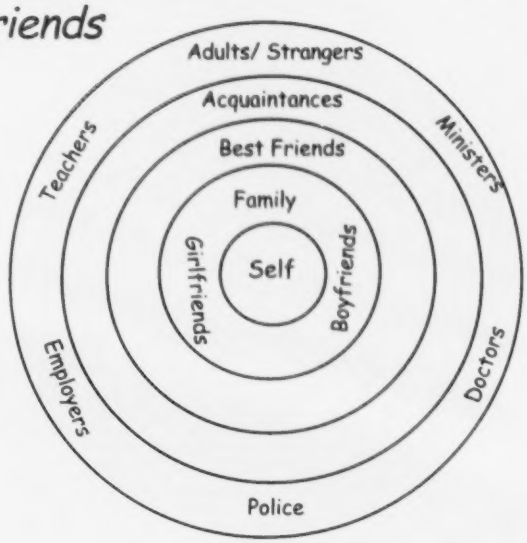
Adults-
no touching, shake hands

Acquaintances-
shakes hands, high-five

Best Friends-
hug, kiss, hold hands

Family-
hug, kiss, cuddle

*May vary by region and culture



Greeting People in the Community

Domain: Personal-Social Skills
Competency: Achieving Socially Responsible Behavior (#12 in regular curriculum, #10 in the modified curriculum.)
Subcompetency: Demonstrate Appropriate Behavior (#53 in regular curriculum, #37 in the modified curriculum.)
Objective: Demonstrate Appropriate Behavior in the Community.
Lesson Objective: *Student will learn conventions for greeting different people in the community.*
Instructional Resources: Circle of Friends chart, pictures of family, friends, employers, teachers, others.
Lesson Introduction: "Each day at school or in the community we see people we already know. Did you know that there are different ways to act when meeting and greeting different people?"
School Activity: Understanding the Circle of Friends Chart. **Time:** One to two class periods
Task:

1. Define and discuss each area of the circle, placing pictures in each area.
2. Develop rules for touching persons in each area.
3. Practice greeting people from each area.
4. Review rules, discuss exceptions. Consider unique greeting customs of different cultures in the community.

Community/School Activity: Practice/observe other students interacting with staff, employers, acquaintances and friends. For inappropriate actions, review rules by determining to which circle the person belongs. **Time:** Ongoing
Lesson Plan Evaluation:
Activity: Students will participate in discussion and role-play different situations.
Criterion: Students will follow Circle of Friends guidelines.
Career Role: Family Member/Homemaker/Employee/Group Member
Career Stage: Awareness

A New Take on Smiley Faces

Nancy Spiegel Rosman of Forest Lakes Schools in Minnesota has offered this suggestion for an extension of LCCE competency 10.44—Identify Emotions:

"As an extension to 10.44 with students who have mild to severe mental handicaps, I have students paint emotion faces on pumpkins, snowmen, or other seasonal items. For some students, I supplied the face models.

"Then in a circle, we each identify the emotion and make a 'I feel _____when...statement.'

"Next we pass the "face" around so that each student makes a statement for each of the emotions."

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Resource Corner

New products supporting the LCCE curriculum have been added to the CEC ***Spring 1998 Resource Catalog.*** *To order, and to get a copy of the catalog, call CEC's constituent services department at 1-888-CEC-SPED. To view an on-line catalog go to CEC's web site at www.cec.spec.org*

A Computerized IEP Program

The IEP Planner for the Modified Curriculum creates custom IEPs featuring the objectives of the recently developed LCCE curriculum for students with moderate cognitive disabilities. Like the popular *IEP Planner for LCCE Transition Skills*, this software comes in both PC and MAC platforms and allows the user to employ familiar word processing programs to create a student's IEP. Unlike other IEP software on the market, The IEP Planner includes a special database of the LCCE IEP transition goals. Teachers can type in or import other objectives and information to fill in the rest of the form. The IEP form itself reflects changes in the Individuals with Disabilities Education Act of 1997.

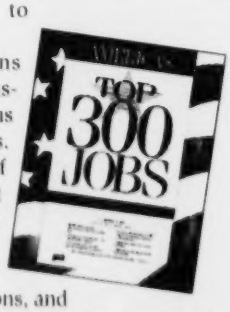
#S5258 1998 $220 (Includes license for a school or district of up to 1000 students.)

Two Books in One

The Enhanced Occupational Outlook Handbook, is a reference that combines *The Occupational Outlook Handbook* (OOH) and the *Dictionary of Occupational Titles* (DOT), the two standard career reference books found in most libraries and recommended for use with many of the LCCE occupational exploration and preparation lessons.

#S5259 1997 761 pages $34.95

A Graphic Look at Jobs



America's Top 300 Jobs, 5th Edition, may be appealing to some students since it contains photographs illustrating the various careers it covers. Covering 90% of the workforce, it describes skills and training required, salaries, working conditions, and growth projections. This volume is generally easier to read and to "navigate."

#S5261 1996 529 pages $18.95

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